

Making the Most of Learning Outside the Classroom

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Experiential Learning

Dewey/Kolb – experiential learning is the process whereby knowledge is created through the transformation of experience.

**NOT JUST INTEGRATION BUT CREATION OF
NEW KNOWLEDGE**

Mezirow: Transformative learning

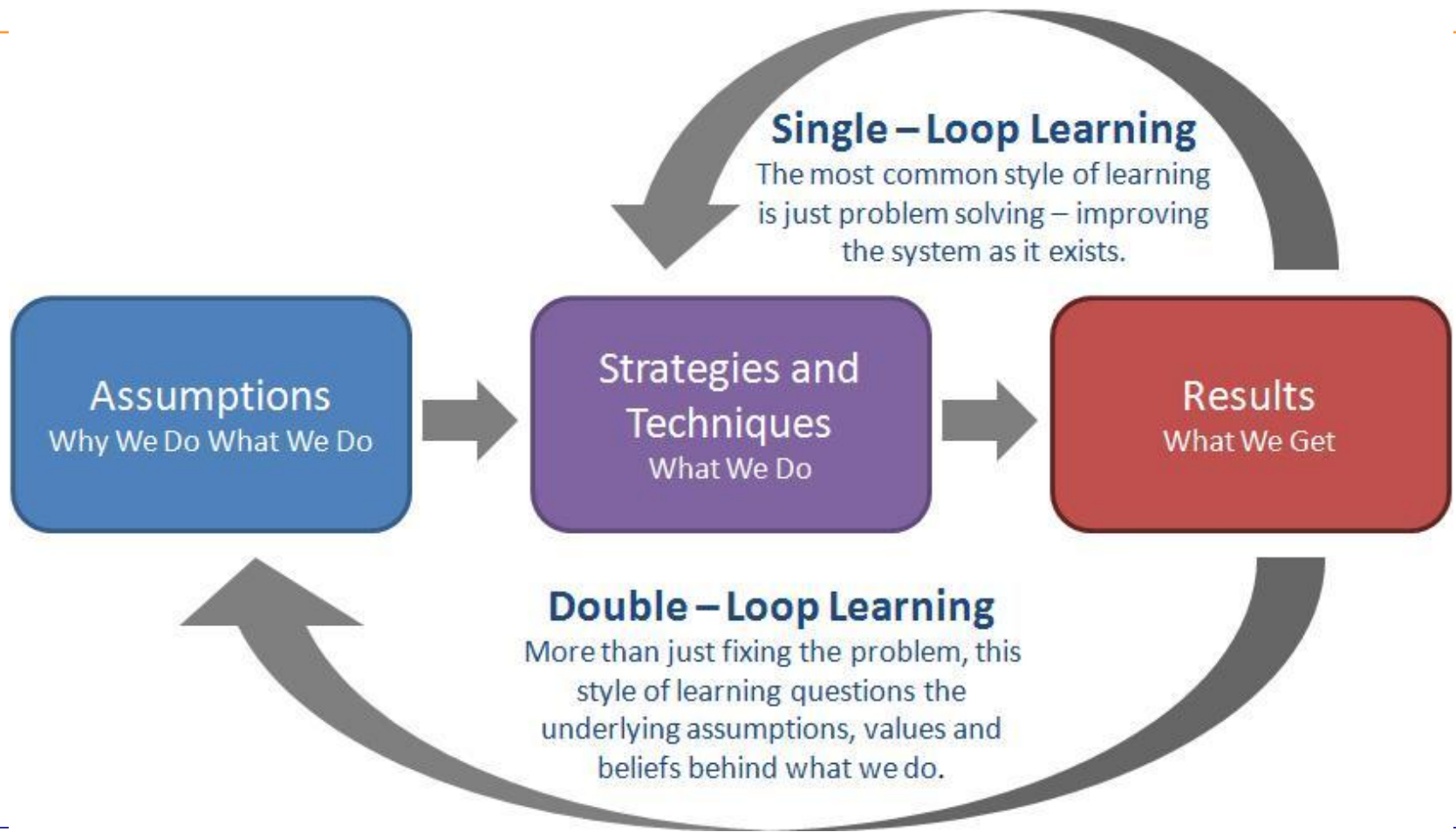
The process by which we **transform our taken-for-granted frames of reference** to make them more inclusive, discriminating, open.

We become more emotionally capable of change and reflection **enabling us to generate beliefs and opinions that will prove more true or justified to guide our future actions.**

Schön

- Reflection IN action
- Reflection ON action

Argyris: Double Loop Learning



We have a strong tendency to **REJECT** ideas that fail to fit our preconceptions, labeling those as unworthy of consideration, nonsense, irrelevant or mistaken.

Example: student teaching

Reflection – What it is and is NOT

■ Reflection is NOT

- Journaling
- Describing what happened
- “An ‘add-on-extra’ to academic learning, but an essential component of quality learning and the representation of that learning”

■ Reflection is a deeper approach to learning

- Collectively thinking about the process and information
- Relating new material to previous knowledge
- Continuous learning
- Transforming your mental models

Reflective Cycle

Describe

What happened?
What were you thinking and feeling?

Evaluate

What was good/bad about the experience?

Analysis

What sense can you make of this?
What were your biases, assumptions? Are they true?

Alternatives

What else could you have done?

Action Plan

If it arose again, what would you do?

A Few Reflection Models

1. Gibbs Cycle
2. Brookfield's Critical Incidence
3. Barr's questions for Allied Health
4. Raelin's Structure for Structured Reflection
5. Cohen, McDaniels & Qualters AIR Model of Ethical Reflection

Take Home Points

- Goal of out of classroom experiences is transformative learning
- REFLECTION is key to this transformation
- Can take many forms but:
 - Should involve raising and examining of assumptions and beliefs
 - Done in a safe environment
 - Done in concert with others (collective)

Why Ethical Inquiry?

- Student Exposure
- Student lack resources/knowledge
- Disempowerment
- Desensitized and Distracted
- Not addressed in experiential sites

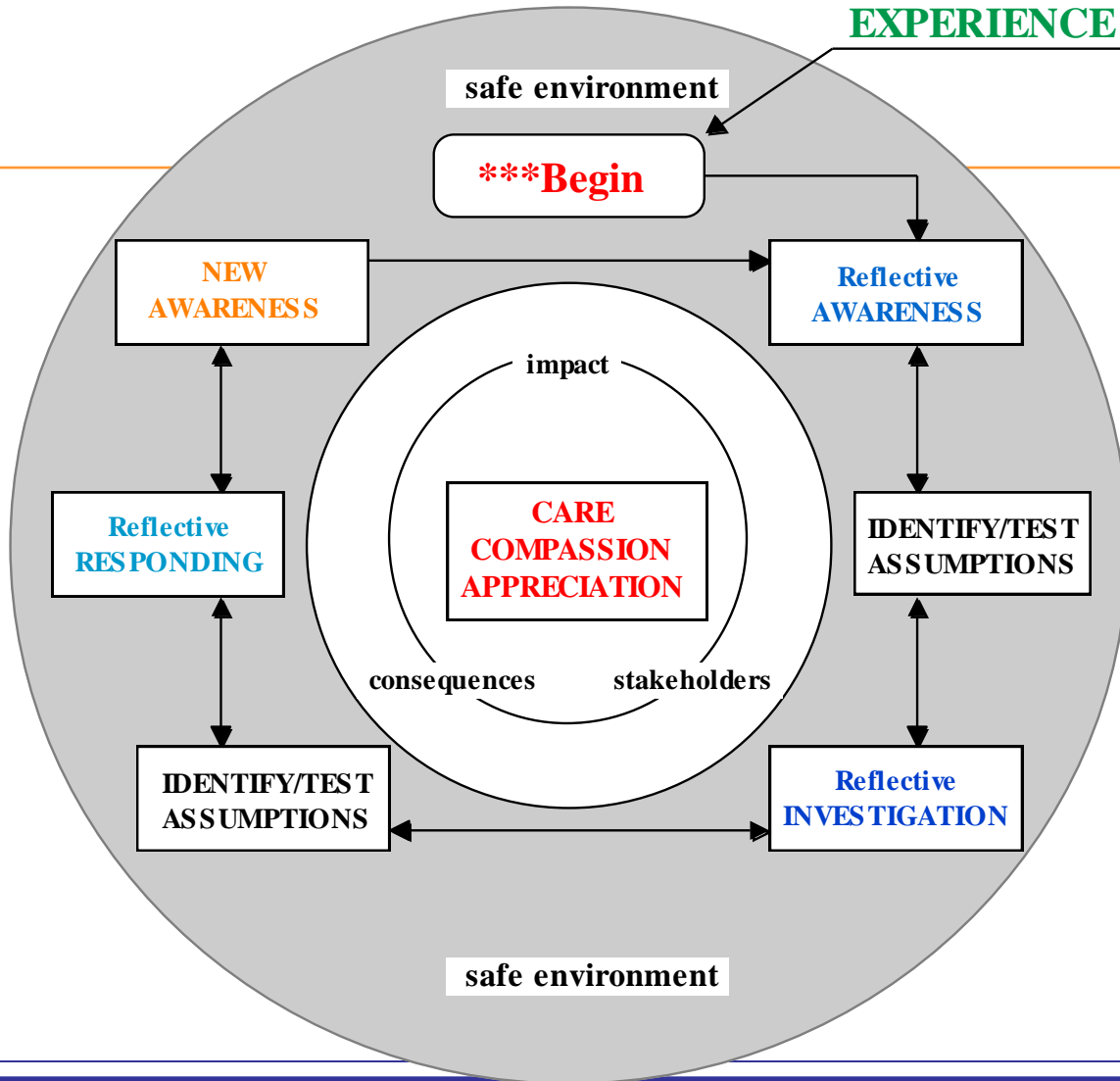
What do we mean by ethical inquiry?

“AIR” model empowers students’ :

- **Awareness**
 - sensitivity and acknowledgement of ethical concerns/issues
- **Investigation**
 - research, analysis, decision-making
- **Response**
 - implementing decisions, alternatives

Figure 1

AIR MODEL of Reflective ETHICAL INQUIRY



Pedagogical Tools

Promote Student Reflection

- *Who is impacted by this dilemma? Who are the stakeholders in this situation?*
- *What do you see as the specific underlying ethical issues?*
 - *Probe for specificity*
- *What **assumptions/beliefs** were underlying your reaction to, and feeling about, the situation?*
- *How will you take action: investigate these assumptions and beliefs?*

Experiential Ethics Inquiry Course

Empower Students to:

- 1.** shift from a “reactive, disconnected” mode
TO
“reflective, connected” mode
- 2.** investigate & research ethical concerns they
experience in practice
- 3.** entertain options for responding more wisely and
creatively to real-life ethical concerns

Qualitative Assessment

Increased confidence and comfort in responding

“I know not to be afraid. If I’m uncomfortable, then there’s a problem that needs to be dealt with. I have realized that it’s not necessary to ignore ethical concerns but question them and straighten them out.”

Take Home Points

- Ethical inquiry is a vital tool for managing ethical issues in experiential education
- AIR model is an effective/efficient way to guide ethical decision making
- Outcome of ethical inquiry is empowerment and creativity